**Prior Knowledge: I would like to go/to visit, I will go; activities I can do on vacation**

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| **Language Level** | **Arabic FLES Novice High** | | **Grade** | | 5th | **Date** | | Teacher’s Discretion | **Day in Unit** | | 1 | **Minutes** | **45** |
| **Unit Theme, Topic, and Question** | **Contemporary Life, Travel and Leisure: Why do people travel, and how do places influence people’s activities during vacation time?** | | | | | | | | | | | | |
| **Daily topic:** | Where to go and what to do in Cairo, Egypt | | | | | | | | | | | | |
| **STANDARDS** | **LESSON OBJECTIVES** | | | | | | | | | | | | |
| What are the communicative and cultural objectives for the lesson? | **Communication**  *and*  **Cultures** | *Which modes of communication will be addressed?* | | **Learners can:**   * Select multiple tourist sites to visit in Cairo based on video clips and images * Identify things to do in the city of Cairo * Write sentences stating what they can do at different tourist sites in Cairo * Compare tourist sites they want to visit, and what they want to do at those sites with their classmates’ choices | | | | | | | | | |
| * Interpersonal | |
| * Interpretive | |
| * Presentational | |
| **If applicable,** indicate how Connections • Comparisons • Communities • Common Core will be part of your lesson. | **Connections** | Social Studies: Explore Cairo, Egypt | | | | | | | | | | | |
| **Comparisons** |  | | | | | | | | | | | |
| **Communities** |  | | | | | | | | | | | |
| **Common Core** | Speaking and Listening: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. | | | | | | | | | | | |
| **Lesson Sequence** | **Activity/Activities**  What will learners do?  What does the teacher do? | | | | | | **Time\***  How many minutes will this segment take? | | | **Materials • Resources •**  **Technology**  Be specific. What materials will you develop? What materials will you bring in from other sources? | | | |
| **Gain Attention / Activate Prior Knowledge** | (NOTE: Learners were given a list of vocabulary along with the tourist sites to read at home the day before teaching this lesson (Lesson 1 Handout 1).  As learners enter the classroom, they pick up iPads, and a handout with the list of nine tourist sites featured in a virtual tour of Cairo (Lesson 1 Handout 2). Learners watch the virtual tour of Cairo, and place a checkmark next to five sites they want to visit. | | | | | | 6 min. | | | Lesson 1 Handout 1 (Given to leaners the day before this lesson) iPads.  Lesson 1 Handout 2  Virtual tour about Cairo.  <https://youtu.be/NdUIzOWAOqc> | | | |
| **Provide Input** | Teacher displays pictures that represent the tourist sites viewed during the virtual tour on the walls of the classroom, or projects them on the Smartboard. The teacher models meaning of new vocabulary (*to see*, *tourist site*) along with pronunciation of tourist sites:  Pyramids of Giza and Sphinx, Citadel of Mohamed Ali, Khan Elkhalili, Museum of Cairo.  Teacher pauses after each picture is introduced to have learners locate the site on their list, and gives students thumbs up if they selected the right one. The teacher selects a learner to come up and model this exchange:  *Teacher points to tourist site X and says.*  *--I would like to see (the tourist site of X), and you?*  *Learner responds:*  *--Yes, I would like to see (the tourist site X) too* ***OR***  *-No, I would like to see (the tourist site Y). Learner points to tourist site Y. And you?*  Teacher invites class to practice the exchange above in pairs. | | | | | | 9 min. | | | Visuals of new vocabulary (digital or printed pictures along with words and sentences).  Images found on the virtual tours.  Projector or a Smart Board. | | | |
| **Elicit Performance / Provide Feedback** | Learners take their checklist of the five tourist sites they want to see, and move around the classroom to the various images of the tourist sites posted on the walls, completing the exchange practiced above with classmates who are at the same image/site. The goal is for each learner to find someone who wants to see the same 5 places as the ones he/she checked on the checklist. | | | | | | 8 min. | | | Checklist of places with 5 tourist sites checked.  Images of the tourist sites posted on the walls. | | | |
| **Provide Input** | Teacher shows another video tour of Cairo, this time to focus on what people can do at each site.  Teacher pauses after each tourist site on the tour and models the exchange below:  T- *This is (tourist site).* *What can you do at (tourist site)?*  Volunteers respond: *I can (activity).*    Note: Teacher may call on a learner to ask the question, and/or call on volunteers to respond. | | | | | | 9 min. | | | Checklist of places with 5 tourist sites checked.  Virtual tour of Cairo that includes similar tourist sites and things to do there  (Minutes 0-5).  <https://www.youtube.com/watch?v=wl9Nhy0QUlw> | | | |
| **Elicit Performance / Provide Feedback** | Teacher asks learners to work in pairs to complete an entry in their travel journals including their 3 favorite sites shown in the video, and activities they can do at each site.  Learners use the tourist sites checklist to help write sentences.  Teacher divides learners into groups of 4 pairs. Each pair presents to their group the sentences they wrote. The group counts how many people in their group chose each tourist site and what activities they did. Add their responses to a class chart showing how many learners chose each of the tourist sites and activities. | | | | | | 9 min. | | | Travel journal page (Lesson 1 Handout 3).  Checklist of places with 5 tourist sites checked.  Class chart showing the tourist sites and activities that learners chose. | | | |
| **Closure** | On a sheet of paper, learners respond in writing to the question: Where do you want to go in Cairo and what can you do there? (Learners choose one place and one activity to do there). Learners crumple papers into snowballs and put them in a big bag for use in class the next day. | | | | | | 4 min. | | | Large bag for “snowballs.” | | | |
| **Enhance Retention & Transfer** | Learners create short plans of where to go and what to do in Cairo as homework. The format for the plan is included at the end of this lesson plan. | | | | | |  | | | Plan of where to go and what to do in Cairo (see format at the end of this plan). | | | |
| **Reflection** **– Notes to Self**   * What worked well? Why? * What didn’t work? Why? * What changes would you make if you taught this lesson again? * ???? |  | | | | | | | | | | | | |

Lesson 1: Handout 1 Homework Prior to Day One of Lesson

**Word Bank for tomorrow’s lesson**

**Please be prepared for tomorrow’s lesson by reading these words and phrases carefully.**

**Please note that this word bank includes some new and some familiar vocabulary and phrases.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Khan El-khalili** | **خان الخليلي** | **Go to**  **I will go to** | **اذهب الى**  **سوف اذهب** |
| **Pyramids of Giza** | **اهرامات الجيزة** | **Visit** | **ازور** |
| **Cairo Museum** | **المتحف المصري** | **Take a picture** | **اخذ صورة** |
| **Mohamed Ali Citadel** | **قلعة محمد علي** | **My favorite** | **المفضل(ة)** |
| **Tourist site** | **مكان سياحي** | **I would like to /**  **like to** | **اودُ \ احب ان** |
| **Sphinx** | **ابو الهول** | **Vacation** | **اجازة** |
| **See** | **ارى** | **Go shopping** | **اتسوق** |

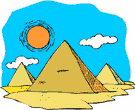
Lesson 1: Handout 2 Checklist of 5 Places Learner Wants to See

**Arabic Class Worksheet**

**Check which of these tourist sites you want to see on the displayed video.**

|  |  |  |
| --- | --- | --- |
| **#** | **Tourist sites in Cairo** | **Check Mark** |
| **1** | **خان الخليلي** |  |
| **2** | **اهرامات الجيزة و ابو الهول** |  |
| **3** | **مسجد ابن طولون** |  |
| **4** | **قلعة محمد علي** |  |
| **5** | **جامع الازهر** |  |
| **6** | **شارع المُعز** |  |
| **7** | **مصر القديمة و القبطية** |  |
| **8** | **مسجد السلطان حسن** |  |
| **9** | **المتحف المصري** |  |

**Lesson 1: Handout 3. Travel Journal Page**

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**WHERE TO GO AND WHAT TO DO IN CAIRO**

**Use this graph to make a short plan of where you want to go and what you want to do in Cairo.**

**(NOTE: Teacher may add images of tourist sites and activities to the graph.)**

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